DOCUMENT RESUME

ED 116 725 JC 760 043

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TITLE The Analysis of a Core Course for Community College Nursing Students.
PUB DATE 75
NOTE 88p.; Ed.D. Dissertation, Nova University

EDRS PRICE MF-$0.76 HC-$4.43 Plus Postage
DESCRIPTORS Academic Achievement; Academic Standards; Articulation (Program); *Associate Degrees; *Core Courses; Course Content; Curriculum Development; Health Occupations Education; *Junior Colleges; *Nurses; *Practical Nurses; Textbook Selection
IDENTIFIERS Illinois

ABSTRACT

An extensive review of the literature and a survey of nursing faculties revealed the incompleteness and obsolescence of current texts to meet the needs of the Associate Degree Nursing (ADN) course in current trends. It became evident while researching course content materials for the current trends course that the personal and vocational relationships course required of Licensed Practical Nursing (LPN) students was very similar. Because of this similarity, a core nursing course was proposed which would be equally applicable to ADN or LPN programs. The core course was centered around a common textbook entitled "Historical Perspectives and Current Trends in Nursing," and was offered to students in 12 ADN and 12 LPN programs in public community colleges in Illinois. In order to test the hypothesis that the two levels of community college nursing students would each achieve a satisfactory level of attainment in the core course, 12 unit review tests consisting of 12 items each were administered to 505 ADN students and 469 LPN students. Performance was evaluated through testing for content validity and correlating scores of ADN and LPN students. Mean test scores proved to be essentially equal, verifying the applicability of the course to either program. Data are tabulated and a bibliography is appended. (Author/NHM)

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THE ANALYSIS OF A CORE COURSE FOR COMMUNITY COLLEGE NURSING STUDENTS

Gloria M. Grippando

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A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1975

JC 760 043

ACKNOWLEDGMENTS

Grateful appreciation is expressed to Dr. James L. Wattenbarger, my MARP adviser, for his valuable comments, constructive criticisms, and words of encouragement.

For her friendship, guidance, and interest in my study I would like to express my thanks to Dr. Margaret Lindman, Chicago I Cluster Coordinator.

Appreciation is expressed to Dr. Bruce Tuckman, National Lecturer, for removing my fear of statistics and providing me with a workable knowledge of research methods.

To the Coordinators, faculty and students of the participating community college nursing programs who made this study possible by their willingness to provide data I wish to express my sincere thanks.

A special thank you to my husband, Jim, for his patience, love, cooperation, and unselfish support of this endeavor.

Thank you to Maria, John, Jim, Susan Zdanowicz, and Roberta Hall for accepting a liberated woman for their mother.

Thank you, Me, for perseverence!

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

THE ANALYSIS OF A CORE COURSE FOR COMMUNITY COLLEGE NURSING STUDENTS

By
Gloria M. Grippando

July, 1975

The purpose of this study was to ascertain whether students entering nursing programs which admit students on the basis of different criteria and which do not have the same terminal goals will achieve a satisfactory level of attainment in a course taken by all students. The core course was centered around a common text book developed as an original text for A.D.N. students entitled, Historical Perspectives and Current Trends in Nursing. Performance was evaluated through testing for content validity and a correlation of scores between the two levels of community college nursing students. A secondary purpose of this study was to evaluate the specific materials designed for use in this proposed core course. An extensive review of the literature and survey of nursing faculties revealed the incompleteness and outdatedness of current texts to meet the needs of the A.D.N. course in Current Trends. It became evident while researching course content materials for the Current Trends course that the Personal and Vocational Relationships course required of the L.P.N. student possessed many degrees of similarity. It appeared logical that this course could be included in a core curriculum.

The Illinois Nursing Education Planning Areas are divided into eight regions. All geographic regions were represented in this study. Twelve community college A.D.N. programs and twelve L.P.N. programs participated voluntarily. All are public community college programs. All are State approved programs with wide variation among admission procedures. Twelve of the 32 units of the core text were distributed to 974 S_s. The 12 unit review tests consisting of 12 items each were completed by 505 A.D.N. S_s and 469 L.P.N. S_s. The mean ($\bar{X}$) of the difficulty index was 88 percent. The lowest difficulty index of a single test was 71 percent indicating the test items to be weighted on the easy side. Content validity was proven. The t-test was employed to compare the unit review test mean scores of A.D.N. S_s, $\bar{X} = 85.817$, and L.P.N. S_s, $\bar{X} = 84.467$. The means were proven to be equal, proving the hypothesis (H_1) that students entering basic nursing programs with different admission standards will perform equally well in this core course.

The S_s evaluated the units on a Likert scale rating of 1 to 5, ranging from strong agreement to strong disagreement on 12 items. Results showed total means of 1.992 for A.D.N. S_s and 1.933 for L.P.N. S_s. The means were proven to be equal, proving the hypothesis (H_2) that a single core course will serve the needs in this core area for students enrolled in both community college nursing programs.

This core course has been recommended for immediate implementation at the College of Lake County in Grayslake,

Illinois. It is hoped that this study will convince other faculties that core courses in nursing are workable and educationally sound.

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CHAPTER I

INTRODUCTION

Statement of Purpose

The purpose of this study was to ascertain whether students entering nursing programs which admit students on the basis of different criteria and which do not have the same terminal goals will achieve a satisfactory level of attainment in a course taken by all students. The proposed core course was centered around a common text book. Student performance was evaluated through testing the unit review items for content validity and the correlation of test scores between the two levels of community college nursing students. A secondary purpose of this study was to evaluate the specific materials designed for use in this proposed core course.

Statement of Background

The staff of Delmar Publishers, a Division of Litton Educational Publishing, Inc., conducted a nationwide study to determine the need for a text book to be written at the level of the community college nursing student enrolled in the associate degree program. An extensive literature review to develop a comparison chart of major contenders with the text materials entitled, Historical Perspectives and Current Trends in Nursing, revealed the incompleteness and outdatedness of current texts. Nursing faculties expressed a need for new course materials.[1]

It became evident while researching course content materials for the Current Trends course required of the A.D.N. student that the Personal and Vocational Relationships course required of the L.P.N. student possessed many degrees of similarity. Therefore, it appeared logical that this course could be included in a core curriculum for community college nursing students. It should not be assumed, however, that all courses in the nursing curricula would be completed with equal success by all students. Variables such as program admission criteria and course pre-requisite requirements should be studied prior to course implementation.

The College of Lake County is presently studying the positive and negative aspects of the implementation of a core curriculum in 1976. This study provides data which lends support to the core course pertaining to current trends in nursing required of all nursing students in Illinois.

Clarification of Terms

The terms used in the study are generally understood, but it is felt that some clarification is needed in order to be certain of uniformity in interpretation.

Academic Credit — Uniform system of measuring transfer credit courses applicable toward the attainment of a certificate or degree.

Admission Standards — Requirements for admission to a specific program which are based on an analysis of the aptitudes and abilities necessary for successful

completion of the program.

A.N.A. — American Nurses' Association; professional organization for registered nurses.

Articulation — The sequential planning of nursing education programs to enable entry, exit and re-entry without loss of time, money and academic credit and with the attainment of marketable skills at each exit level.

Associate Degree Nurse — Registered technical nurse prepared for beginning staff-level positions.

Basic Nursing Education — Directed learning activities which are part of a planned educational program leading to a certificate or degree in nursing which entitles the nurse to take the state licensing examination.

Career Ladder — Process through which advancement to a higher level of nursing practice is facilitated without meaningless repetition.

Core Course — Course with content designed to provide common knowledge and skills basic to the learning needs of more than one level of nursing student.

Core Curriculum — A curricular design which enables a student to leave a career program

at various stages with a career attained and the option to continue on to another level as desired.

Licensure — Process by which the state grants permission to persons to practice within the guidelines and legal limitations of a given profession.

N.L.N. — National League for Nursing; professional organization for the advancement of nursing education and service.

Open Curriculum — System of education recognizing common areas of achievement which allows career mobility from the practical nurse level through graduate education and from other health related fields.

Performance — Ability to study and comprehend principles and basic concepts of course content materials.

Practical Nurse — A person prepared to care for the sick in a team relationship with registered professional nurses in hospitals and other institutions. A practical nurse works only under the direct orders of a licensed physician or dentist or under the supervision of a registered professional nurse.

Professional Nurse	A person prepared to recognize and understand the fundamental health needs of society and is capable of providing health care in the preventive and remedial aspects of illness.
Registration	One of three forms of professional practice regulation granted to an individual in a specialty role when minimum standards are met.
Terminal Goal	The completion of a program with adequate preparation to perform at a specific level without need for further preparation.

STATEMENT OF THE HYPOTHESES

Since many controversial ideas apparently exist about the core curricular approach to nursing education, the researcher would like through this study to ascertain facts which relate to the proposal of a core course in basic nursing education curriculums. As a result of this study, the researcher anticipates a greater understanding of core curriculum by community college nursing program faculties.

Hypotheses

H_1 Students entering basic nursing programs with different admission standards will perform equally well in this core course.

H_2 A single core course will serve the needs in this course area for students enrolled in both community college nursing programs.

Testing the Hypotheses

In order to prepare a product of educational value to meet the needs of this core course, it was considered essential that actual classroom testing of the material be conducted. So that this product might be tested, a letter plus the table of contents and unit requisition form were mailed to coordinators of the 31 approved A.D.N. programs in the State of Illinois (See Appendixes I, II, and III). The Coordinators were requested to participate in the evaluation of the manuscript by indicating the specific unit(s) they could classroom test and the number of copies needed for a specific date. Twenty-two of the 31 A.D.N. program coordinators responded. Two expressed regret for not being able to participate due to the use of LEGS, Learning Experience Guides for Nursing Students. Twenty indicated a desire to assist in the evaluation process. A schedule was in effect from September 1974 to March 1975 for this phase of the work. Twelve community college A.D.N. programs classroom tested and evaluated select units of the product. Units were assigned according to school requests, dates needed, geographic location, and the ability of the author to complete writing, copy material on off-set, package, and mail by the target date.

Five of the 12 schools selected had both A.D.N. and L.P.N. programs participating in this project. Six additional L.P.N. programs were contacted and agreed to cooperate in this endeavor also. The students currently

enrolled in the author's program were also participants. All programs are in recognized public junior colleges in the State of Illinois. (See Appendix IV) All of the eight Illinois Nursing Education Planning Areas were represented.

Admission criteria for the 24 participating programs were studied and a study of course titles and contents for the comparable course in both programs was conducted.

Statistical Design

This MRP was a quasi-experimental study. A parametric test, the t-test, was used to compare the mean of the 12 unit review quiz grades for each group of S_s. This determined the probability that the difference between means was a real difference rather than a chance difference.

The following t-test formula was used to determine the statistical comparison of scores for each unit betweeen the two levels of community college nursing students.

Step 1. $$\frac{(N_1-1)_{s1}^2 + (N_2-1)_{s2}^2}{N_1 + N_2 - 2}$$

Step 2. $$\frac{N_1 + N_2}{N_1 N_2}$$

Step 3. Step 1 x Step 2

Step 4. $\sqrt{\text{Step 3}}$

Step 5. $\overline{X_1} - \overline{X_2}$

Step 6. $t = \frac{\text{Step 5}}{\text{Step 4}}$

$df = N_1 + N_2 - 2$

The probability level (confidence level) was set at 99% (the 0.1 level) indicating a probability of only one out

of 100 chances that the difference was a result of chance.

A Likert Scale was constructed (See Appendix V) and was employed to measure the extent of agreement or disagreement concerning the evaluation of 12 select units of the original product. Parametric correlation was made between means of the units between A.D.N. and L.P.N. S_s. The S_s were representative of many races, both sexes, ranged in age from 17-55, and live in geographic areas covering the entire State of Illinois.

A test-item analysis of the 12 review questions for each of the 12 units evaluated was completed in an attempt to validate test content. (See Appendix VI)

The criteria for admission to the associate degree and licensed practical nursing programs participating in the study were reviewed. A comparison was made to support the hypothesis that admission standards differ between the two levels of nursing and among colleges.

Product Development

The product was developed as an original text by this researcher and is being currently implemented as instructional material for the Personal and Vocational Relationships courses at the College of Lake County in Grayslake, Illinois. The product was developed concurrently with the MRP and was the basis upon which the statistical studies were conducted.

The literature review was extensive and pertained to more than one major area of interest: curriculum development and instruction, nursing education, and topics relative to content areas of the product.

Implementation of Product

The product is designed to be used as a text or reference for courses required by the state licensing boards of examiners for professional and practical nurses. A professional person should have knowledge of the history of the profession and the achievements of early leaders in order fully to appreciate and understand current trends and project future developments. Rapid technological advances and changing roles of the nurse necessitate insight into legal aspects, ethical responsibilities, health team relationships, job opportunities, educational programs open to nurses, and proposed legislation directly affecting future as well as present practice.

The product will be marketed in the community college setting, nationally and internationally, in the fall of 1976. Delmar publishers plan to advertise the forthcoming book in professional journal ads, by mailing a flier to the state approved schools of nursing, and by verbal communication between sales representatives and nursing faculties.

This MRP contributes currently to the improvement of educational practice in the College of Lake County and will have a positive effect on other community college nursing programs in the immediate future. The published text will be used as the course text for both nursing programs at the College of Lake County. It is anticipated that other A.D.N. and L.P.N. program faculties will use the product as a reference source or text. Undoubtedly, the instructor's

guide will be a valuable instrument for faculties with or without the text. It is the ultimate goal of this MRP that community college nursing faculties consider the implementation of this content area in a core curriculum course.

Implications and Significance

> Few will have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation.
>
> Robert F. Kennedy

The L.P.N. of this generation is no longer restricted to the basic bedside nursing care of the ill and household duties associated with the physical environment of the patient. Nursing students today are concerned with the total needs of the patient.

This generation does not desire to remain in the traditional classroom setting with its stereotyped learning activities and historical nostalgia. The young nursing aspirants in this era are inspired with the concept of brotherly love and peace and wish to be involved with the social problems of fellow men. More importantly, they want to create change so that all men might enjoy a happier, healthier, better adjusted life. Nursing educators must take the students into the community for a broader learning experience to enable them to find career satisfaction and provide opportunities for learning enrichment and upward mobility. Learning must be meaningful and prepare the career program student to meet the job needs immediately. Nursing curricula are accelerated and students carry very heavy class loads. More and more L.P.N.'s are

entering A.D.N. programs and many are forced to repeat courses due to the lack of development of a career ladder or core curriculum in their institutions. The core course herein proposed is a small step in this direction and is intended to be a milestone, not merely a stepping stone in nursing education.

Most nursing programs screen applicants on pre-determined admission criteria. Academic success, attributes, and personality are evaluated through a variety of methods. Programs differ markedly in the administration of pre-tests, reading level requirement, use of the I.Q. to predict academic success, and high school class rank relevancy. The majority of programs require references and a personal interview with the program coordinator and tend to agree that the grade point average is a high predictor of academic success. The A.D.N. programs require previously completed biology and chemistry courses.

Several community colleges in Illinois are conducting pilot career ladder or core curriculum programs. The Nursing Education Coordinators of the Department of Registration and Education have issued a formal statement endorsing the upward mobility concept. Faculties, however, have been hesitant to change and progress to date has been slow. Leaders are needed!

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Throughout the first half of this century, nursing curricula remained traditionally standard. The institutions providing nursing education in these early decades served a vital purpose in the history of preparing nurses for practice. However, the world with the institutions and individuals that play a significant role in it is constantly growing. To keep pace with the rapid progressiveness which is touching the lives of all persons today is a necessity.

Innovation solely for the sake of keeping up with the latest trends in education, faculty interests or pressures, financial gains, or institutional prestige is not sound. The adoption of new ideas in curricular design should be based on sound educational principles and abilities, aspirations, and needs of students. (Dressel and De Lisle, 1970)

In recent years, educators have begun to study seriously the curricular design and content of nursing education. Researchers have proposed that a major fault lies in the absence of articulation and career ladder opportunities. There has been, and currently exists, controversy over a core curriculum and upward mobility for nursing students. (Lysaught, 1970)

Rationale

The educational process should be flexible and responsive to individual needs of students no matter what the terminal goal might be. The educational system should be so designed so that a student experiences a minimum amount of difficulty in career advancement.

Nursing students are somewhat different from other career program applicants in that a high percentage have had previous educational preparation and experience often over-lapping the nursing curriculum. Individuals come from the baccalaureate programs, military corps schools, allied health fields or may have had previous backgrounds as licensed practical nurses or nursing assistants and orderlies. Nursing faculties establish placement standards in keeping with their program philosophy. Teacher made tests and assessment of transcripts vary in depth from one institution to another. The amount of credit granted may range from none to little to too much.

Providing a ladder approach by means of offering advanced placement for credit earned on proficiency exams is a definitely meritorious educational endeavor. It would be more logical and far more advantageous, however, to provide a curricular design, a core curriculum, which would enable the student to leave at one level with a career attained or continue on to another career level, either as a continuous process or at a later date. (NCSNNE, 1972)

National League for Nursing Position

Upward mobility was supported by the NLN Board of

Directors in 1970. In May, 1972, an Open Curriculum Pilot Project Planning Committee was formed. This committee selected 51 schools to participate in a pilot project. In 1973 and 1974, the NLN conducted forums on the open curriculum. Progress and problems of implementing innovative approaches to nursing education were discussed by representatives of the 51 schools. The Division of Research conducted extensive surveys and published the Directory of Career Mobility Opportunities in Nursing Education in 1973. The research division is presently developing a set of guidelines for open curriculum programs with funds from the Exxon Education Foundation and Educational Foundation of America. (Lenburg et al, 1973)

Some of the problems encountered include a shortage of prepared faculty, misunderstanding or non-acceptance of the open curriculum concept by nursing peer groups, school administrations, and employers of the nursing graduates. Reliable testing tools are needed to evaluate adequately student cognitive skills and clinical performance. Some states experience difficulty in obtaining cooperation from the state boards of nursing in changing course requirements. (NLN, 1972)

NLN tests are being given as challenge exams. In the admission of practical nurses to R.N. programs it is advised by the NLN that schools evaluate clinical performance and require the same entrance examination required of other applicants seeking admission, in addition to the administration of appropriate proficiency examinations. The basic achievement

tests from the NLN Evaluation Service for basic medical and surgical nursing, obstetric nursing, nursing of children, basic nutrition, basic pharmacology, and anatomy and physiology seem the most appropriate. Each program's faculty must decide the amount of credit to be given. Other NLN achievement tests might be used in the admission of aides or orderlies to practical nursing programs and registered nurses to baccalaureate programs. The National League for Nursing issued the following statement on the open curriculum in 1970.

> An open curriculum in nursing education is a system which takes into account the different purposes of the various types of programs but recognizes common areas of achievement. Such a system permits student mobility in the light of ability, changing career goals, and changing aspirations. It also requires clear delineation of the achievement expectations of nursing programs, from practical nursing through graduate education. It recognizes the possibility of mobility from other health-related fields. It is an inter-related system of achievement in nursing education with open doors rather than quantitative serial steps.
>
> The National League for Nursing believes that:
>
> Individuals who wish to change career goals should have the opportunity to do so.
>
> Educational opportunities should be provided for those who are interested in upward mobility without lowering standards.
>
> In any type of nursing program opportunity should be provided to validate previous education and experience.
>
> Sound educational plans must be developed to avoid unsound projects and programs.
>
> More effective guidance is urgently needed at all stages of student development.
>
> If projects and endeavors in this area are to be successful, nursing must accept the above concept of the open curriculum.

State Boards

State boards of nursing encourage the open curriculum and are available for guidance. Actual program development is the responsibility of the individual program. State departments of education do currently grant approval for the admission of students granted credit for previous education and experience, providing a detailed plan is submitted and deemed satisfactory.

Experimental programs are in operation which were planned to provide for career advancement. Programs are given full approval after its educational soundness has been determined. An important factor in the evaluation of the program is the satisfactory performance of the graduates on the State Board Test Pool Examination for licensure. (Treptow et al, 1973)

Community College Articulation

The number of basic nursing education programs within the community college setting is rapidly increasing. Although this setting is ideal for the implementation of the core curriculum, it appears at this time to be unrealistic to presume that all colleges will eventually adopt a common core program.

The ideal community college program would provide common core courses with termination options at three career levels: nurse assistant, licensed practical/vocational nurse, and registered nurse. Some experimental programs provide ready transfer into the third year of the baccalaureate (B.S.N.) program at a senior college.

Public Community Colleges in Illinois

During the school year, 1974-1975, there were 38 public community college districts comprised of 48 campuses in operation. Over 98 percent of the Illinois residents live within the boundary of a community college district. During the 1974 fall semester, more than 327,000 individuals enrolled in either credit courses or non-credit community services offerings. Most students enroll in their district college although permission is granted to attend an out-of-district college for curricula not offered in the local institution. Over two-thirds of the students are enrolled on a part-time basis with many attending classes during the evening and on Saturday. The main purposes of the comprehensive community college include provision of the first two years of the baccalaureate degree, career education programs, general studies, non-credit classes, community services education, and student services. The Illinois Community College Board approves program initiation in a given college and serves as the coordinating board while each college is governed by a local board of trustees. Thirty-five community colleges offer programs in registered nursing and 23 offer programs in practical nursing. (OSPI, 1974)

In 1973, two recognized public schools, Harper and Spring Valley Colleges were granted approval by the State of Illinois Department of Registration and Education to offer an L.P.N. to R.N. career ladder curriculum. Students terminating education at the end of the first year qualify for the practical nurse

licensing examination and students completing two years of the program qualify for the registered nurse licensing examinations.

In both programs, identifiable components are transferable and the first year is the base upon which the second year is further developed. Competencies are defined clearly for each level and expected skill achievement for the L.P.N. and A.D.N. graduates are clearly delineated. (Treptow, 1973)

Curriculum Change

Early nursing leaders published three editions of "curriculum guides" over fifty years ago which were intended to assist in the establishment of good standards of nursing education. Today, minimal standards are established. The current problem confronting nursing educators is to determine what courses should be offered, content, and sequence. The theoretical foundation of the curriculum is not as significant as the philosophically based commitment of the entire faculty. (Lewis, 1974)

Each faculty member must accept and internalize new curriculum concepts if it is to succeed. Curriculum revision must be more than the mere moving of a course to another place in the sequential pattern followed. Re-naming courses without changing content is also inadequate. Common principles and concepts must be identified. Curriculum development should be a democratic process representing the thinking of the majority. Students should be recognized as the most important

consideration in curriculum planning and implementation. (Bruton, 1974)

Building a curriculum design requires the identification of a conceptual framework, a set of abstract, interrelated ideas. The conceptual framework guides and facilitates decisions about curriculum content. Learning theories will influence the acceptance of spiral or recursive learning consisting of core concepts or summative learning based on different concepts being introduced at different times in the curriculum. In the summative mode, the student constructs the whole from the parts while the spiral or recursive mode provides the core concepts to which new knowledge is added. When the courses and their sequence are decided upon, course objectives and content must be determined and learning experiences planned. All factors must be in accord to ensure student growth. (Gordon and Anello, 1974)

Curriculum changes in nursing education have not generally kept pace with general education. Changes must occur frequently and regularly to keep pace with changing needs of society. (Montag, 1959)

Time and effort are required to accomplish an effective change in curriculum. Change must not only take place in the course structure, but within the faculty as well. This process is referred to as the re-education of a traditional teacher which will help her/him to work through previous conceptions of the curriculum and method of teaching to a new conception and mode of teaching. (Sharp, 1951)

Two groups of nurse educators exist today. One group displays enthusiasm, initiative, and originality in striving to design and re-structure the curriculum to meet the total educational needs of the student. The other group is not creative and devotes time and effort to repeated presentation of the unchanged traditional curricula. (Brown, 1967)

Career Mobility Patterns

Curriculum changes must be based on sound educational principles and be logically defensible. Nursing programs ultimately share the same educational goal although a diversity of curricular designs exist.

Most of the community college programs adopted the hospital school diploma programs with very minimal modification in the nursing content areas. In many instances, only the amount of clinical experience was changed to a markedly lesser period of time for nursing practice. In the lower division level, there are knowledges and skills basic to all nursing practice. This core content is evident in the first two years of nursing education. (NCSNNE, 1972)

At least four types of career mobility patterns in nursing education are currently offered in approved schools of nursing. The most common method of moving from one level of nursing to another is through challenge examinations, occasionally referred to as the credit-by-examination method. A large number of practical/vocational, diploma, and associate and baccalaureate degree programs offer varying degrees of transfer credit or advanced placement by means of various tests.

A second career mobility pattern is the multiple exit program consisting of a curricular design which permits both entry into or exit from different levels of nursing. A third mobility pattern provides an opportunity for individuals already licensed to practice as a licensed practical/vocational nurse or as a registered nurse who wish to advance to the next level. The fourth pattern is the external degree pattern offered in 1973 for the first time for nursing students in the State of New York. Nursing and general education courses may be waived after the successful completion of an examination series demonstrating knowledge and skills already acquired. (Lenburg et al, 1973)

Proficiency Examinations

On May 15, 1974, the Project Director of the Illinois Implementation Commission on Nursing (IICON) announced that the New York College Proficiency Examinations in Nursing (C.P.E.'s) were to be offered in the State of Illinois. This was made possible through a one-year contractual agreement with the State Education Department, University of the State of New York. The New York State Education Department established the College Proficiency Examination Program (C.P.E.P.) in 1962. New York recognized the need in 1966 for licensed practical nurses and registered nurses to apply credit for previous education and experience toward an associate or baccalaureate degree. Committees were formed to represent the baccalaureate, associate, and diploma nursing programs in

New York. Three proficiency examinations were developed in 1968. In 1969, a Fundamentals of Nursing test was offered for L.P.N.'s entering R.N. programs. The fifth test, Maternal and Child Nursing, was added in January, 1970. Each test covers a nursing major and is three hours long. Each test includes 150 questions. The L.P.N. wishing to enroll in an associate degree program may take the Fundamentals of Nursing and Maternal and Child Nursing written examinations. The three baccalaureate level tests are: Medical-Surgical Nursing, Psychiatric-Mental Health Nursing, and Maternal-Child Nursing.

Standards for granting credit for C.P.E. scores vary within institutions. Registered nurses or licensed practical/vocational nurses considering advanced placement should petition the university or college of their choosing regarding proficiency examination policies. Interest has grown at a rapid rate as verified by the rapid increase in registration for the examinations. This program greatly facilitates career mobility for nurses. Illinois and New York are the only States which offer these examinations. The testing centers in Illinois are at three state university centers: Northern Illinois University, Southern Illinois University, and the University of Illinois. The exams in Illinois are given on the same dates as in New York. During the period from August, 1974 to February, 1975, 281 examinations were given in Illinois.

Nursing programs have used a variety of challenge examinations to allow credit for past training and experience.

Many of these have been teacher constructed and are often open to criticism. (H.E.W., 1969)

Challenge Examinations

Various forms of examinations are used to assess the ability of an applicant and advanced placement in a nursing program. Standardized tests from the National League for Nursing (N.L.N.) cover nursing related content. General education areas are covered by tests from the College Entrance Examination Board (C.E.E.B.). The College Level Examination Program (C.L.E.P.) tests cover general education and/or nursing subjects. Another standardized form is the New York College Proficiency Examination Program (N.Y.C.P.E.) which tests nursing and/or general education content. The standardized tests can be used in a wide geographic distribution. Teacher made tests are frequently used to cover nursing and/or general education subjects and reflect the curriculum emphasis of an individual program. Some programs evaluate clinical performance either in the clinical agency or campus laboratory. (Lenburg, 1973)

Pre-Test Service, Inc.

Highly qualified nursing educators from the Yale School of Nursing, Cornell School of Nursing, and the Waterbury Medical Center have written, reviewed, and edited a series of test items comprising Pre-Tests for the National Standardized State Nursing Boards and Practical Nurse Licensure examinations. The Pre-Test packages have been

published by Pre-Test Service, Inc. in Hamden, Connecticut for the school group testing programs or individual self-help study usage. Many schools utilize the materials as Challenge exams for placement purposes.

Core Curriculum

In recent years, many professional schools have attempted to define a core curriculum for the health sciences based on the assumption that there are universals basic to all health education programs as well as alternatives or specialties specific to one profession. This concept is applicable to the nursing profession with its varying levels of education and practitioner roles. It is the hope of some nurse educators that effective articulation will result from the studies and research on new approaches to nursing education. (Lysaught, 1970)

The core curriculum approach seems the most logical in institutions offering basic nursing education programs for practical nurses as well as registered nurses. Most nursing tasks are performed by both groups and there is knowledge common to both of these practitioners. Common learning needs can be identified and incorporated in broad subject areas. Surveys show, however, that few programs utilize a core curricular approach. (Kramer, 1973)

Some community colleges offer a core of educational experiences for related health occupational programs. The first semester is a comprehensive core program meeting the

basic educational requirements of all students. Programs leading to state licensure may cause problems due to the rigid rules and regulations of state accrediting bodies. Nursing programs within the community colleges could benefit both the institution and student by a core curriculum. Educational costs could be lowered, faculty assignment could be improved, and indecisive or inadequately screened students could be counseled into the career best suited for them. (Kinsinger, 1967)

Core Courses

Nursing core courses should be developed to provide vertical and horizontal career mobility. There should be progressive and increasing depth and breadth of content and learning behavior. The beginning or basic nursing knowledge, processes, and skills should be offered to all nursing levels, the nursing assistant or orderly, the practical nurse, and the registered nurse. The second core area should focus on theories, research, and application of principles for patient care through a problem-solving approach. In the third core area, emphasis is placed on the community health care needs in relation to socio-economic and political influences. The fourth core area provides opportunities for intensive clinical experiences in which students may develop nursing care plans, practice leadership skills, and apply theory and research in the assessment of current issues and problems. (Wolf and Smith, 1974)

Summary

Nursing students have been and continue to be the victims of a poorly articulated system of education and career advancement. Patterns of nursing education must be put into order and become more reasonable and realistic in light of current educational trends.

There has been a recent interest in various forms of non-traditional programs of study, primarily in general education. Several health disciplines are currently studying options for career program modifications.

College curriculum can be much more than an aggregate of courses designed to fulfill professional interests. The curriculum should be based on the human needs of students and managerial needs of administrators. Student's characteristics, traits, desires, and needs plus graduate's performance, faculty interests and abilities; cost of courses, faculty, and overall operation; expectations of society and progressive changes in the college locale should all be considered in making curriculum decisions.

All curriculums should start with a 25 percent institutional core course requirement and should insure that the goals are reasonably attainable. Before successful implementation of a core curriculum can be attained, many difficulties must be overcome. One of the most significant is the extreme diversity of local, state, and national program admission standards. The intelligent use of valid and reliable testing programs can eliminate many problems.

Proficiency and equivalency testing enables evaluation of individual abilities so that work already mastered is not required again and can instead serve as a basis for advanced placement.

There is a wide range in the maximum number of credit hours or courses waived depending upon the type of program and the school philosophy. Performance testing and evaluation of observable behaviors are dominant factors.

Each faculty must decide which curricular design best fits their specific institutional and community needs and then proceed to develop a plan. The concept of a core curriculum is difficult for many traditionally bound nursing educators to comprehend. Some faculties will be united with a positive approach to implementing core courses. Many who are indecisive will talk about it regularly but will never adopt the concept. Some have a totally negative attitude and will never consider it.

CHAPTER III

ADMISSION STANDARDS FOR COMMUNITY COLLEGE NURSING PROGRAMS

Introduction

The major goal of the nursing profession must be the provision and maintenance of high standards of health care for society. The health care delivery system and public expectations are changing. To fulfill these expectations adequately, changes in the education of the nurses responsible for meeting these changing needs of society is not merely desirable, but required.

There is no current urgent problem in regard to student recruitment into educational programs. The upper-most concern today is the channeling of applicants into the type of program best suited to meet the preference and ability of the individual.

Planning for nursing education in Illinois has been an ongoing endeavor since 1966. Nursing educators have identified the need to consolidate schools and clinical facilities for better utilization of resources, expand programs by type and geographic location, and improve the quality of nursing education in order to serve the public more efficiently.

The promotion of the upward mobility concept is of prime interest to most nursing educators today. The career ladder concept in nursing is the process which permits and facilitates progressive advancement to a higher level of practice based

on previous learning experiences..

Career Mobility Opportunities

This study is concerned with two different levels of nursing programs which have different admission requirements. Twelve A.D.N. and 12 L.P.N. programs participated in the study; all are public community college programs. National League for Nursing accreditation has been granted to three of the 24 programs. Four of the participating programs grant advanced placement to former diploma or baccalaureate nursing students. Ten colleges grant credit to licensed practical nurses; 14 grant credit to transfer students; four give advanced placement to former corpsmen and corpswomen; two recognize previous training of aides and orderlies; and one accepts practical nursing student transfer credits only while another program grants general education credit solely.

The advanced placement of nursing students by means of evaluation by examination is awarded in 13 of the 24 programs. Ten colleges do not utilize the examination method and one program did not respond to this item. Of the 13 programs that administer placement examinations, three utilize the National League for Nursing achievement tests plus teacher-made tests and clinical performance evaluation. Teacher-made tests combined with clinical performance are used by six of the nursing programs. One school requires the NLN achievement test, other standardized tests, teacher-made tests, plus clinical performance evaluation to determine basic nursing

skills. Three programs require a teacher-made test only. One program is concerned solely with the clinical performance and another college administers the NLN achievement test solely.

Other methods of evaluation include an examination of the transcript as well as other records from previous educational programs and experiences and an interview is also common practice in 14 of the 24 programs. The amount of credit given for prior learning attainment varies among institutions almost to the degree of complete individuality. Eight programs grant four, 12, 17, or 30 semester hours credit each while seven programs grant two, five, 11, 14, 15, 32, or 42 semester hours credit each. Six programs bypass, waive, certain courses. (See TABLE 1 - page 31)

Admission Criteria

Applicants to the community college nursing programs in Illinois are often ignorant of the fact that the open door admissions policy of the college does not apply to most of the health career programs, specifically to nursing. Often, they appear on the campus the week of registration only to discover that the class has been filled for months and there is a long growing list of applicants going through the specific steps of highly selective screening processes. Frequently, qualified applicants outnumber available program openings due to the increased interest in health careers.

The total number of steps in the application procedure for Illinois nursing programs range from nine to 17. There is a wide variation among programs in the sequence of steps.

TABLE 1

CAREER MOBILITY OPPORTUNITIES IN THE
PARTICIPATING PUBLIC COMMUNITY COLLEGES IN ILLINOIS

COMMUNITY COLLEGE	TYPE OF PROGRAM	EXAMS GIVEN	OTHER METHODS	TIME WAIVED
Sauk Valley	ADN	1-2-3	R-T	15 Sem hrs
Waubonsee	ADN	2-3		12 Sem hrs
Parkland	ADN		T-R-I	Bypass
Kaskaskia	ADN	1-2-3	TRI-STD	17 Sem hrs
Belleville Area	ADN	2	T-R-I	42 Sem hrs
Thornton	ADN		T-R-I	30 Sem hrs
Triton	ADN	2-3	T-R-I	05 Sem hrs
Morton	ADN	2-3		02 Sem hrs
Black Hawk	ADN	2		30 Sem hrs
Kennedy-King	ADN		T-R-I	Bypass
Lewis and Clark	ADN		T-R-I	Bypass
Illinois Valley	ADN	2-3	T-R	11 Sem hrs
Sauk Valley	LPN	2-3		04 Sem hrs
College of Lake County	LPN	2	T-R-I	32 Sem hrs
Parkland	LPN		T-R-I	Bypass
Carl Sandburg	LPN		T	Corps School
Oakton	LPN	3	T-I	Bypass
Thornton	LPN		I	24 Sem hrs
Triton	LPN		T-R	12 Sem Hrs
Spoon River	LPN	1-2-3		17 Sem hrs
Black Hawk	LPN	2-3	R-I	01 Course
Illinois Central	LPN	1		04 Sem hrs
Rend Lake	LPN			
Kishwaukee	LPN	1-2-3		Bypass

CODE: 1 = National League for Nursing Tests

2 = Teacher Made Tests

3 = Clinical Performance Evaluation

T = Transcript

R = References

I = Interview

STD = Standardized Testing Instruments

Bypass = Courses Waived

Admission criteria generally include high school grades, grade point average, pre-testing, interview, personal references, and a physical examination.

More people are engaged in nursing than in any other health occupation. There are four basic nursing programs which lead to licensure: Practical Nursing, Associate Degree, Diploma, and Baccalaureate Degree. Each of these programs has its own specific entrance requirements and it is important that the applicant selects the educational program which meets her/his interest, goal, and ability.

(See TABLE 2 - page 33)

Admission Policies

Of the 24 basic nursing education programs participating in this study, all of them are under the administrative control of a local community college board and all are programs approved by the State of Illinois Department of Registration and Education. Twelve are associate degree nursing programs and 12 are practical nursing programs. All accept male students although nursing generally attracts more female applicants.

Twenty programs require a high school diploma or the 12th grade equivalency test (GED) while four L.P.N. programs require completion of the 10th grade as an educational requirement. The associate degree programs vary in length from four to five semesters. The fifth semester is a summer session which varies in sequence from the first, third, or

TABLE 2

ADMISSION POLICIES
FOR THE PARTICIPATING NURSING PROGRAMS

COMMUNITY COLLEGE	TYPE OF PROGRAM	GRADE LEVEL EDUCATIONAL REQUIREMENT	TIME REQUIRED TO COMPLETE PROGRAM
Parkland	ADN	12	4 Sem
Sauk Valley	ADN	12	4 Sem
Waubonsee	ADN	12	5 Sem
Kaskaskia	ADN	12	4 Sem
Belleville Area	ADN	12	4 Sem
Thornton	ADN	12	4 Sem
Triton	ADN	12	4 Sem
Morton	ADN	12	4 Sem
Black Hawk	ADN	12	4 Sem
Kennedy-King	ADN	12	4 Sem
Lewis and Clark	ADN	12	5 Sem
Illinois Valley	ADN	12	4 Sem
Sauk Valley	LPN	12	3 Sem
Parkland	LPN	12	2 Sem
Carl Sandburg	LPN	10	3 Sem
Oakton	LPN	12	3 Sem
Thornton	LPN	10	3 Sem
Triton	LPN	10	3 Sem
Spoon River	LPN	12	3 Sem
Black Hawk	LPN	12	3 Sem
Illinois Central	LPN	12	3 Sem
Rend Lake	LPN	12	3 Sem
Kishwaukee	LPN	10	3 Sem
College of Lake County	LPN	12	3 Sem

fifth semester. L.P.N. programs vary in length from 10 to 11 to 12 months but all are recognized as one year certificate programs. There is no requirement for a specific number of total hours for program completion. (See TABLE 3 - page 35)

Pre-Admission Requirements

All of the 24 programs require the completion of the college application form used for all students who apply for admission to the college. The completed application usually includes the Social Security number used as the ID number of the student. Some schools require a matriculation fee of $5.00 or $10.00 to be submitted with the application.

A physical examination by an M.D. who must complete and submit a college health record form is required by ten of the A.D.N. programs and eight of the L.P.N. programs. The purpose of this requirement is to confirm physical and mental fitness.

All programs require official transcripts from high schools and colleges attended or the high school equivalency (GED) test scores. High school class rank is considered an important decisive factor in the screening process. General consensus requires the applicant to have ranked in the upper half of high school class or earned a "C" average in high school or completed from six to 24 semester hours college level work with a 2.0 grade point average equivalent to a letter grade of "C".

TABLE 3

PRE-ADMISSION REQUIREMENTS
FOR PARTICIPATING NURSING STUDENTS

COMMUNITY COLLEGE	PROGRAM	MATRICULATION FEE	PHYSICAL EXAMINATION	PRE-ENTRANCE TESTS	REFERENCES	PERSONAL DATA FORM	INTERVIEW	BIOLOGY	CHEMISTRY	ALGEBRA
Sauk Valley	ADN		X	X	X	X	X	X		
Waubonsee	ADN	X		X				X	X	
Parkland	ADN	X	X				X			
Kaskaskia	ADN		X	X			X	X	X	X
Belleville Area	ADN	X	X	X				X	X	X
Thornton	ADN	X		X			X		X	
Triton	ADN	X	X	X			X		X	X
Morton	ADN		X	X				X	X	X
Black Hawk	ADN		X	X	X		X		X	X
Kennedy-King	ADN		X	X	X				X	X
Lewis and Clark	ADN		X	X			X	X	X	X
Illinois Valley	ADN		X	X				X	X	X
Sauk Valley	LPN		X	X	X	X	X			
College of Lake County	LPN		X	X	X	X	X			
Parkland	LPN	X	X				X			
Carl Sandburg	LPN	X	X	X			X			
Oakton	LPN			X						
Thornton	LPN	X								
Triton	LPN	X								
Spoon River	LPN	X	X	X			X			
Black Hawk	LPN		X		X		X			
Illinois Central	LPN									
Rend Lake	LPN		X	X	X		X			
Kishwaukee	LPN		X	X	X		X			

Pre-Tests

An official transcript of American College Test (ACT) scores is frequently required. The Practical Nursing Aptitude examination is administered in some colleges and pre-nursing and guidance tests are given if the applicant has had no previous college work. Transfer students in good standing who have earned a specified number of semester hours may not be required to submit results of the A.C.T. The American College Test is generally required of all regular full-time students under the age of 20 years. A higher percentage of the A.D.N. programs, eleven, compared to seven of the 12 L.P.N. programs require pre-entrance testing.

References from previous employers, supervisors, co-workers or teachers is required by only three of the A.D.N. programs and five of the L.P.N. programs while seven A.D.N. programs and eight L.P.N. programs require that the applicant be interviewed prior to admission. Persons responsible for the interviewing of applicants may be the program coordinator, a faculty member from the nursing department and/or a counselor.

Summary

The data presented in this chapter indicate the wide variation among programs in admission standards. All of the participating programs require the completion of the college application form and official transcripts from previous educational experiences. The pre-requisites of a physical examination, matriculation fee, pre-entrance testing, an interview, references, personal data form, math or science courses, and advanced placement policies are unique.

CHAPTER IV

CORE CURRICULUM CONCEPTS IN NURSING

Introduction

A curriculum is dependent upon persons and conditions. Early nursing leaders realized the importance of developing good standards of nursing education rather than a standard curriculum. Half a century ago, curriculum studies attempted to meet the changing educational needs to keep pace with the increased functions of the nurse. Today, nursing educators are faced with the same need except that minimal standards are now established and qualified faculty are more readily available. The main concern today lies with curriculum content and teaching methods. Although many schools are actively engaged in curriculum revision and many who are involved in the process have written success stories, each faculty must begin with a philosophic commitment to an innovative approach to curriculum change.

Establishing the Need for Change

Expanding roles of the nurse, medical and technologic advances, the increasing demand for more and better health care, and societal factors necessitate broader basic knowledge and mastery of different skills. Nursing programs must be relevant to meeting these ever-increasing needs. New areas must be incorporated into old curriculums.

Curriculum revision is a long, time consuming, difficult

and sometimes frustrating task dependent upon a thorough re-examination of the goals of the college to ensure consistency between the nursing program and institution. The program philosophy and objectives must be kept current and based upon faculty consensus.

Understanding Core Curriculum

A core curriculum should be based upon the identification of common principles and concepts underlying professional nursing. The process of curriculum development should not be a hurried process and should be a team effort involving the total faculty or a designated planning team. Most nursing faculties recognize certain commonalities in nursing that involve all clinical specialties and basic courses.

Often the term, core-curriculum, is used loosely and broadly. Faculty must determine an appropriate definition and base curriculum revision upon an accepted concept of core-curriculum as it applies to their particular institution.

Three areas of core curriculum basic to beginning nursing include human development, interpersonal-interactional skills, and research and scholarship skills. This method of curriculum development combines induction as well as deduction in ascertaining health care delivery needs and nursing education.

Course Descriptions

Synonymous course titles for the product title, Historical Perspectives and Current Trends in Nursing, include the following as excerpted from the participating community college catalogs.

Role of the Registered Nurse

Nursing and the Nurse

Nursing Seminar

Personal and Vocational Relationships

Professional Adjustments

Concepts in Nursing Practice

Nursing in Perspective

Developments and Trends in Nursing

Introduction to Health Occupations

Orientation

Vocational Relationships

Transition in Nursing

Course Content

All of the content areas of the core text are not covered in both of the basic nursing education programs. Most of the community college programs concentrate on current socio-economic issues affecting health care delivery and the legal aspects of nursing practice. All 32 units of the core text, however, are identified in the 24 programs evaluating the text. Only four programs do not identify past nursing history in their course descriptions and three programs integrate the historical past in the Foundations of Nursing course. All of the 12 L.P.N. programs discuss historical data and current trends in the first semester and four offer a second course in the second semester while five offer a second course in the third semester which is generally a summer session and one program offers a 3rd course in the third semester. The A.D.N. pro-

grams differ with a fourth semester in which current trends are discussed prior to graduation in nine programs. The first semester in six of the programs offers past and present data while only one A.D.N. program offers this course in the second and third semesters. Course content areas identified in the 24 program brochures and catalogs are:

Transitional problems in student to practitioner roles.
Working situations.
Nursing Organizations.
Career opportunities.
Innovations in nursing practice.
Innovations in nursing education.
Relating nursing past to present.
Profession's future and changing health care systems.
Nurse's role and responsibilities.
Enrichment of the nurse as a person.
Legal aspects of nursing.
Team nursing.
Roles and functions of other members of the health team.
Current trends in nursing.
Ethical responsibilities.
Factors important for professional growth.
Professionalism.
Role of the technical nurse.
Historical development of nursing as a profession.
Analysis of current nursing practices.
Effects of social, economic, political life of society on health care.

TABLE 4

PROPOSED CORE COURSE CURRENT SCHEDULE

COMMUNITY COLLEGE	PROGRAM	SEMESTER 1	2	3	4
Sauk Valley	ADN				X
Waubonsee	ADN	X	X	X	X
Parkland	ADN		X	X	
Kaskaskia	ADN	X			X
Belleville Area	ADN				X
Thornton	ADN	X			X
Triton	ADN	X			
Morton	ADN	X			
Black Hawk	ADN				X
Kennedy-King	ADN				X
Lewis and Clark	ADN	X			X
Illinois Valley	ADN	X			X
Sauk Valley	LPN	X			
College of Lake County	LPN	X		X	
Parkland	LPN	X			
Carl Sandburg	LPN	X		X	
Oakton	LPN	X		X	
Thornton	LPN	X		X	
Triton	LPN	X			
Spoon River	LPN	X	X		
Black Hawk	LPN	X	X		
Illinois Central	LPN	X		X	
Rend Lake	LPN	X	X	X	
Kishwaukee	LPN	X	X		

Management principles.

Moral issues.

Continuing education.

Licensure Examinations

The American Nurses' Association Council of State Boards of Nursing Committee on Blueprint For the Licensing Examinations is charged with the development of a Test Plan used by persons who construct the test items for licensure examinations. The Test Plan is reviewed annually by the Committee. The following excerpts from the current test plans in Illinois indicate the need for offering the proposed core course and the major areas of emphasis in content for each level of nursing.

Measurable Abilities

LPN Licensure:	ADN (R.N.) Licensure:
Part I. (5-8%)	Part I. (3-4%)
Understands what the licensed practical nurse's responsibilities are as a member of a vocation, an individual, and as a member of a health team.	Understands the role of the registered nurse.
A. Scope of functions of licensed practical nurses.	A. Range and limitations of functions of nurses, other groups in nursing and other workers in health related disciplines.
1. Administrative lines.	1. Administrative lines.
2. Range and limitations of functions.	
3. Problems that should be referred to the physician or the registered nurse.	
B. Ethical responsibilities.	B. Ethical responsibilities.

C. Legal responsibilities.	C. Legal aspects.
D. Basic principles of communication and cooperative action.	D. Principles of cooperative action and communication.
E. Vocational growth.	E. Factors important for professional and personal growth.
1. Trends in nursing.	1. Trends in nursing and related health fields.
2. Authoritative sources of information in nursing.	2. Authoritative sources of information.
3. Roles and characteristics of nursing organizations.	3. Roles and characteristics of nursing organizations.

Summary

History has demonstrated that the present systems in nursing education are inadequate. New alternatives and progressiveness need to occur. Literature reveals that previous surveys have shown that few programs utilize a core approach to nursing curricula. Many of the traditionalists hamper progress in the area of upward mobility and core curriculum by their resistance to change. A core curricular approach in allied health education appears both efficient and economical for students and faculty.

In order to prepare adequately the nursing students in basic nursing education for the state licensing examination this proposed core course is a requirement. Aside from the occupational preparation courses, an opportunity to study general education, historical foundations, team relationships, legal and ethical responsibilities, and health-related activities should be provided.

CHAPTER V

TREATMENT OF DATA

Introduction

The twenty-four community college nursing programs were deliberately selected to participate in this study with certain variables in mind. (See Appendix IV) Such structural components as governing bodies which were all public, geographic location according to IICON regional planning, faculty cooperation, and student enrollment were considered in selecting the participating colleges. The information reviewed included policies concerning admission, length of program, and course descriptions relative to subject matter for the History and Current Trends in Nursing course. It was found that although all of the participating programs did meet the minimal requirements for approval by the State of Illinois, Department of Registration and Education Nursing Division, there were a number of variations among the programs.

The characteristics of the S_s were indeed diversified. The age range of students was from seventeen through fifty-five years of age. Marital status included all possible categories. There were single and married mothers within the groups. Both males and females participated. Educational preparation varied greatly. Some students terminated at the tenth grade level prior to admission whereas the majority completed the twelfth grade. A few students had previously graduated from an associate or baccalaureate degree program.

The selected community college nursing programs participated with a spirit of cooperation and sincere interest which facilitated the collection of data and interpretation of these results.

TABLE 5

UNIT REVIEW TEST MEAN SCORES

Unit	A.D.N. Students	L.P.N. Students
1	88.3	74.1
3	91.2	93.2
5	93.7	92.0
6	76.5	82.1
7	83.3	86.2
8	97.2	84.7
15	89.2	89.7
20	84.6	68.0
21	89.7	89.1
27	63.8	83.4
28	88.3	83.4
31	84.0	87.7
N= 12	N= 85.817	N=84.467

The t-test was employed to investigate the statistical comparison between two means to determine the probability that the difference between the means was a real difference rather than a chance difference. The probability level, confidence level, was set at 99%, the 0.1 level of significance with 22 degrees of freedom. The t-ratio, 0.411, did not exceed the critical value of t-table value of 2.819, therefore, the null hypothesis that the means are equal could not be rejected at this p level. The means were proven to be equal, proving the hypothesis (H_1) that students entering basic nursing programs with different admission standards will perform equally well

in this core course.

TABLE 6

T TEST OF MEAN DIFFERENCES ON TWELVE UNIT REVIEW TESTS

	A.D.N. STUDENTS	L.P.N. STUDENTS
Mean	85.817	84.467
Standard Deviation	8.378	6.964
Size of Group	12.	12.

Small Group Results (N(1) + N(2)<60)	
Mean Difference	1.350
Estimated Standard Deviation for Population	8.046
Standard Error of Difference	3.285
T Ratio	0.411
Degrees of Freedom	22.

Of the thirty-two units of the product (see Appendix II), twelve were reproduced and distributed for evaluation by A.D.N. and L.P.N. students participating in this study. The S_s evaluated the unit assigned to their own particular community college program by independently reading the unit which averaged from 14 to 16 pages in length with a reading level of grade ten. The reading level was determined by the procedure used by the editors of Delmar Publishers, a Division of Litton Educational Publishing, Inc. in evaluating manuscripts for educational soundness. The procedure followed consists of:

a. selecting 150 words in sequence

b. counting the number of one-syllable words

c. applying the formula: 21 - (number of one syllable words $\div$ 10) = grade level

A Likert scale form was distributed with each copy of a unit (See Appendix V). The form was constructed on a 1 to 5 scale with 1 signifying that the evaluator strongly agreed, 2 indicated agreement, 3 portrayed indecision, 4 meant disagreement, and 5 related total disagreement.

TABLE 7

UNIT EVALUATION MEAN SCORES

UNIT	A.D.N. STUDENTS	L.P.N. STUDENTS
1	2.0	1.7
3	1.8	1.8
5	1.9	2.0
6	2.3	1.9
7	2.2	2.4
8	1.8	1.6
15	2.0	1.7
20	2.2	1.9
21	1.7	1.8
27	1.8	2.1
28	2.0	1.9
31	2.2	2.4
N = 12	$\bar{X}$ = 1.992	$\bar{X}$ = 1.933

Additional comments were encouraged and the following statements summarize the ideas presented by the S_s from both levels of basic nursing education programs.

Unit 1

One student felt she was not allowed sufficient time to absorb the new material. Two considered the material interesting but seemed to skip around too much making it hard to follow and difficult to remember; more detail was desired. One was frustrated by too many names and dates from so long

ago (5000 B.C.). Three found the material easy to read, memorize, and understand and three found it interesting but were finding it difficult to relate the title with the unit content in relationship to time period discussed. Two summed up the unit as being "very good!". Two felt the review questions reinforced major points in the unit and one found the behavioral objectives of the unit met her course needs.

Unit 3

One thought it was highly interesting to be aware of the historical beginning of nursing. One student found the historical data irrelevant and uninteresting to the point of boredom. This student discovered a grammatical error on page 3-7 where a plural verb should have been used.

Unit 5

Two students considered the unit well written and interesting; two others agreed that recognition should be given to the early leaders of medicine; one took issue with comments on Martin Luther and proceeded to evaluate the unit on the basis of individual religious beliefs; one thought the unit read like an enclyclopedia; three believed the reading level below college level; two enjoyed content and easy reading; one found the chapter to be precise, concise, and of tremendous interest; and one felt the time span covered was too great.

Unit 6

Two felt this unit very worthwhile and full of human interest. One identified with Florence Nightingale. Two persons believed history of nursing should be required of

history majors only and a waste of time for nursing students who should be concerned with developing manual skills. One found it difficult to comprehend illustrations without viewing the actual photographs. One was highly impressed with the contributions of Florence Nightingale and considered the unit content an excellent insight into her life story. One student thought that the definitions of terms should be incorporated into the text rather than in a glossary. The instructor preferred multiple choice questions rather than the completion type, for grading purposes.

Unit 7

Five persons had difficulty with finding answers to the review questions. Three thought the suggested class activities would not be done unless they were required due to too little time in a concentrated program. Two considered the unit appropriate and adequate but consider history courses a waste of time in a course with one credit hour. One gained an appreciation for early American nursing leaders; three found the reading interesting; three felt the objectives of this unit were not met; and one felt too many persons were listed in rapid succession. Six persons thought this unit would be a good basis for a text that would be easier to understand than the present trends text used in their programs.

Unit 8

While two students found the reading too technical, three considered the unit informative, concise, and interesting. One predicts the book would go over big as a text for nursing

students; one found it too easy to read; one found the glossary a real asset to understanding content; and three had difficulty finding the answer to review question #9.

Unit 15

Eight commented on the usefulness of the unit to the student embarking on a new career as a graduate shortly. Five regarded the sections of the unit devoted to the resume and interview a much needed area of content. Several would prefer more detailed instructions in applying for a specific position. Three readers found the reading level too low. Seven liked the conciseness of the unit and five considered this material an excellent reference source in preparation for the job market.

Unit 20

Two students seemed confused by legal terminology and considered the review questions ambigious. Four believed the unit was very helpful and interesting to them. The instructor commented that the class as a whole benefited from reading the unit and it directly related to course content. One student considered the subject matter dry and too factual. Once again, a student did not see the portion of the product title related to the historical past since this unit was concerned with current trends.

Unit 21

One considered the information concise and explicit; two found the terminology clear to the reader; two agreed that aside from being interesting to read the material was necessary to know and one felt more comfortable in discussions related to

the subject matter as a result of reading the unit. Two found the introduction to the unit confusing until the entire unit was read.

Unit 27

One student felt there is a definite need for this text as it presents more current sociological and economic factors influencing nursing today; one considered the suggested activities impractical for rural community college districts and eight stated the material was very interesting and readily comprehended.

Unit 31

One felt the behavioral objectives were too broad and lengthy while four considered the review questions too simple and redundant. One felt the material was a good reference source but was not essentially text material.

Interpretation of the Statistics

The t-test of mean differences was the statistical design used to investigate the comparison between the means to prove that the difference was real and not chance. The probability level, confidence level, was set at 99%, the 0.1 level, indicating that the probability that the difference was a result of chance was only one out of 100 chances. This was an 0.01 level of significance with 22 degrees of freedom. The t-ratio, 0.623, did not exceed the critical value of t-table value of 2.819. Therefore, the null hypothesis that the means are equal could not be rejected at this p level. The means were proven to be equal, proving the hypothesis (H_2) that a single core course

will serve the needs in this course area for students enrolled in both community college nursing programs.

TABLE 8

T TEST OF MEAN DIFFERENCES ON LIKERT SCALE EVALUATION OF TWELVE UNITS

	A.D.N. STUDENTS	L.P.N. STUDENTS
Mean	1.992	1.933
Standard Deviation	0.189	0.246
Size of Group	12.	12.

Small Group Results (N(1) + N(2)<(60)	
Mean Difference	= 0.058
Estimated Standard Deviation for Population	= 0.229
Standard Error of Difference	= 0.094
T Ratio	= 0.623
Degrees of Freedom	= 22.

VALIDITY

There are three general types of validity used in gathering validity information about tests. These are content validity, construct validity, and predictive validity.

Content Validity

Content validity is a nonstatistical type of validity that is usually associated with tests used to measure student achievement. Content validity exists when a test adequately covers the course or unit content and the course or unit objectives. Content validity is determined by an adequate sampling of test items by the test constructor. Construct validity was not selected in this study because psychological qualities, traits, or factors were not measured by the tests

constructed for the product of this MRP. Predictive validity is a correlation between a set of test scores or an external measure referred to as criterion. For example, intelligence test scores might be validated by running a correlation coefficient between a set of test scores and grade point averages of a group. Content validity was determined to be the appropriate measure for this study.

TABLE 9

CONTENT VALIDITY DATA OF TWELVE UNITS TESTED

Number of Subjects	974
A.D.N. Students	505
L.P.N. Students	469
Number of Different Items on Tests	144
Number of unit tests	12
Number of items per test	12
Difficulty Index	0.88
Total number of items tested	11688
Number of correct responses	10325

Item Analysis

The major goals of test item analysis in this study were to ascertain whether or not all the test items were functioning in a way so as to contribute toward measurement and to differentiate between good and poor items.

An item analysis was performed to determine the merit of test items. Through item analysis, three kinds of information can be obtained concerning the test item. These consist

of the difficulty of the item, the discrimination index of the item, and the effectiveness of the distractors.

In this study, the concern was the difficulty of the items identified by the proportion of the S_s who answered the items correctly. Generally, the discrimination index is a measure that identifies how well the item separated two groups. The purpose of this portion of the study was not to separate A.D.N. students from L.P.N. students, good students from poor ones, adjusted individuals from maladjusted ones, or those with creative ability to non-creative subjects. Therefore, the discrimination index was considered irrelevant. The third measure, the effectiveness of the distractors, applies only to multiple-choice items. Because the twelve test items of each unit review test utilized were completion type, this measure was not studied.

Item Difficulty

The difficulty of an item (p) is represented by the proportion of S_s who answer an item correctly. The 12 unit review tests were power tests, that is, tests in which all S_s had an equal opportunity to read each item. Because speed was not a factor in these tests, it was not necessary to make adjustments in the calculation of item difficulty, due to the speed test factor of tests not completed by some individuals. Item difficulty (p) is the result of dividing the number of subjects (S_s) who answered the item correctly (x) by the number who answered unit tests (y). The difficulty index is considered an important item statistic because of its close relatedness

to item discrimination. (See Appendix VII) The best test would ideally be made up of items of 50 percent difficulty. This type of test would be able to separate the individuals taking the test into two groups: those above the median and those below. Generally, students are graded on the conventional letter system which requires discrimination throughout the range. Items must then be selected which range from very easy to very difficult with an average difficulty value of 50 percent. A well made test should begin with a few very easy items and continue with items of increasing difficulty. The most difficult to answer items should conclude the test. There should be more difficulty values clustered about the center than at either extreme with a balance so that the average item difficulty is 50 percent.

The following table shows the item difficulty (p) of the twelve tests administered to a total of 974 nursing students in 24 State-approved community college programs in Illinois. The mean ($\bar{X}$) of the difficulty index of the twelve tests was 88.0 percent. The lowest difficulty index of a single test was 71.0 percent. From these results, it is evident that the test items tend to be weighted on the easy side. However, content validity exists if 88 percent of the total test items were answered correctly. Answers to the unit review questions were contained within the text of the unit. Of the total number of test items, 144, 24 were answered correctly by 100 percent of the subjects. In contrast, only one item was answered incorrectly by 100 percent of the S_s.

TABLE 10

ITEM DIFFICULTY INDEX OF TWELVE TESTS
TAKEN BY A.D.N. & L.P.N. Students

Unit Tested	Correct Responses	N of S	p
1	620	64	0.80
3	671	63	.88
5	535	48	.92
6	1443	139	.86
7	1358	120	.93
8	1029	97	.87
15	1338	120	.92
20	797	92	.71
21	529	46	.95
27	731	68	.89
28	588	53	.92
31	686	64	0.88
N= 12	N= 10325	N- 974	$\bar{X}$= 0.88

Subjects

The Illinois Nursing Education Planning Areas are divided into eight regions: 1A, 1B, 2A, 2B, 3A, 3B, 4 and 5. Students enrolled in nursing programs in all of the eight regions participated in this study.

Region 1A is the 6th most populated (577,311) region in Illinois. In 1974, 612 students (11% of State total) graduated from 12 nursing education programs. Thirteen percent were graduated from associate degree programs and 31% from practical nursing programs. In this study, Kishwaukee College and Sauk Valley College requested to participate.

Region 1B is the 3rd most populated (948,507) region in

Illinois. Eighteen nursing education programs produced 672 graduates (12% of State total) in 1974. Twenty eight percent graduated from associate degree programs and 33% completed practical nursing programs. In this study, Spoon River College, Carl Sandburg College, Black Hawk College, Illinois Valley Community College, and Illinois Central College represented 1B.

Region 2A is the most populated (5,984,251) region in Illinois. In 1974, 49 nursing education programs graduated 2,790 students representing 48% of the State total. Of these, 24% successfully completed associate degree programs and 28% graduated from practical nursing programs. Kennedy-King College, Morton College, Oakton Community College, Triton College, and Thornton Community College students volunteered.

Region 2B is the 2nd most populated (1,144,855) region in Illinois. Four hundred and sixty-six (8% of State total) graduated from 14 nursing education programs in 1974. Associate degree programs graduated 51% and practical nursing programs supplied 21% of the total. In this region, schools participating included the College of Lake County and Waubonsee Community College.

Region 3A is the 7th most populated (556,566) region in Illinois. In 1974, 333 students (6% of State total) successfully completed the nine nursing education programs. The largest number were practical nursing graduates, 44%, and the associate degree programs graduated the least, 13%. Students enrolled in the Carl Sandburg College were participants in this study.

Region 3B is the 4th most populated (763,058) geographic region in Illinois. Twelve nursing education programs graduated 411 (7% of State total) students in 1974. Of this total, 17% graduated from associate degree programs and 49% from practical nursing programs. S_g from this region were enrolled in both programs at Parkland College.

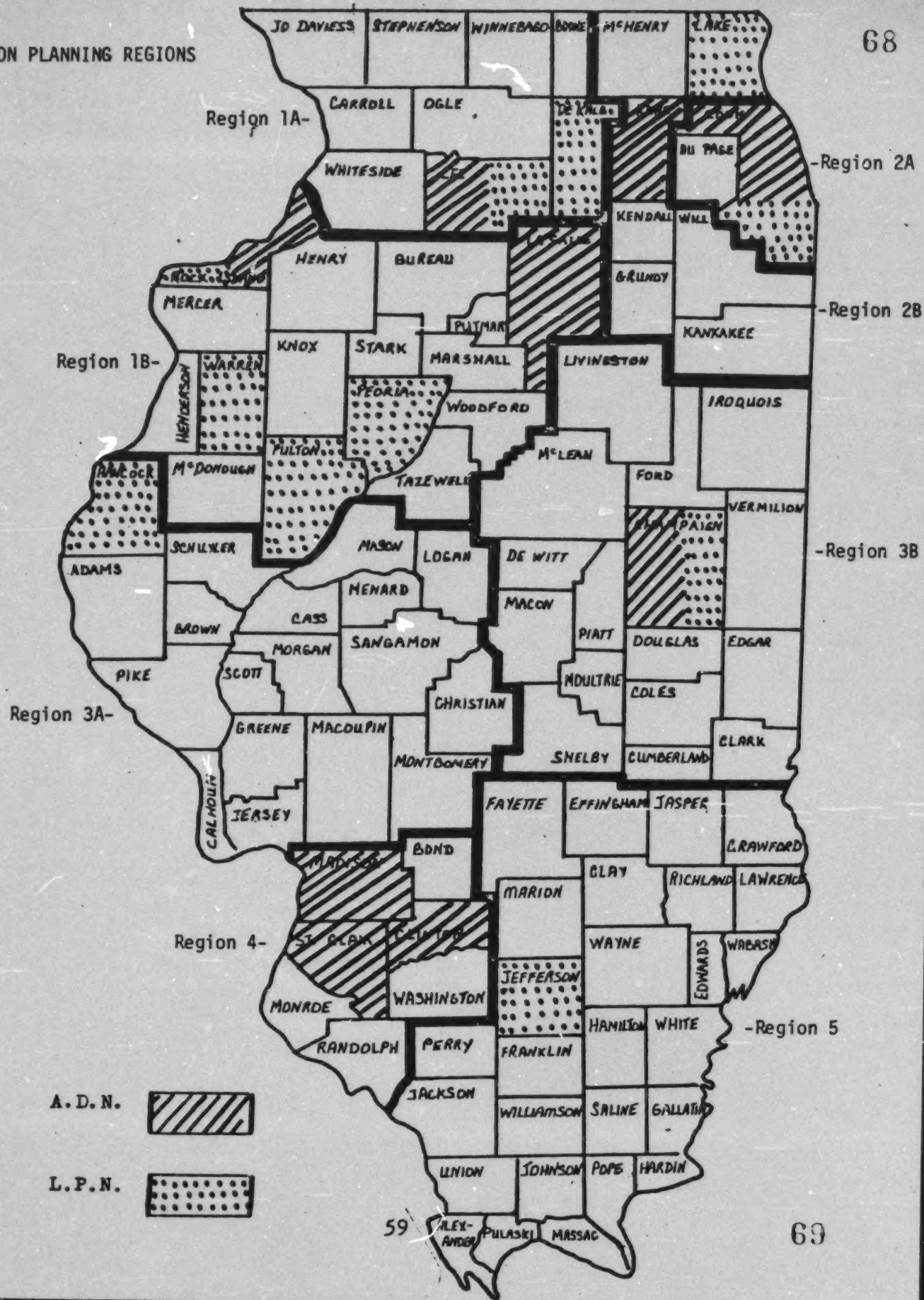
Region 4 is the 5th most populated (642,427) region in Illinois. Seven programs graduated 233 (3% of State total) nursing students in 1974 with 43% from associate degree programs and 36% from practical nursing programs. Belleville Area College and Lewis and Clark Community College provided statistical data in this study.

Region 5 is the largest in relation to size of land area but the least populated (520,646). In 1974, 12 nursing education programs graduated 294 (5% of State total) students. Of these graduates, 33% were from associate degree nursing programs and 67% were from practical nursing programs. Representing this region were Rend Lake College and Kaskaskia College. (See Figure 1 - page 59)

Summary

The results of the t-test indicated that the mean scores between the A.D.N. and L.P.N. students in the 24 participating programs were equal. The null hypotheses could not be rejected and the data justified the acceptance of both hypotheses proving that students enrolled in both basic nursing education programs would perform equally well in this core course.

Figure 1. GEOGRAPHIC DISTRIBUTION OF 24 A.D.N. AND L.P.N. PROGRAMS



CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

Students enrolled in twelve A.D.N. and twelve L.P.N. public community college nursing programs in Illinois participated in this study. The group sampling was large, 974 students, and heterogeneous. Geographic distribution of the campus sites covered all areas of the State and represented all of the eight nursing education planning regions designated by the Illinois Implementation Commission on Nursing.

A study of the admission requirements for the participating students revealed diversity among programs and supported the hypothesis (H_1) that admission standards differed between levels of nursing and among colleges. The review of admission policies indicated that nursing programs in Illinois do not adhere to the open admission philosophy of the community college system. Specific admission criteria are pre-determined and applicants are selected by a rigid screening process in most programs. The data proved that the academic performance in this core course of the participating students was not affected, positively or negatively, by the admission criteria.

This study indicated that the nursing students enrolled in both community college basic nursing education programs achieved equally well when completing the twelve unit review items. The hypotheses which stated that there would be no statistically significant differences in achievement

between A.D.N. and L.P.N. students were sustained. The test items were answered equally correct and the results of the t-test revealed the means to be equal between the two groups. Content validity of the unit review items was proven.

A review of college catalogs and program brochures revealed the similarity between the trends course required of both levels of nursing students. Although course titles varied; course content was basically the same. A comparison of the Test Plan developed by the American Nurses' Association Council of State Boards of Nursing Committee on Blueprint For the Licensing Examinations indicated that a course in this subject area is required of all levels of nursing students. The licensing examination for the L.P.N. contains 5-8% of the items related to current trends in nursing and the A.D.N. examination for R.N. licensure contains 3-4%.

The findings in this study led to the following conclusions:

1. All measures reported indicate consistent trends supporting the hypothesis (H_1) that students entering basic nursing programs with different admission standards will perform equally well in this core course.
2. An analysis of course descriptions of the curricula of the participating community college nursing programs showed the similarity between courses covering current trends in nursing required of both A.D.N. and L.P.N. students. This factor is important

when implementing a core course.

3. A review of excerpts from the State Board Test Plan for nursing licensure indicates the need for the proposed course to be included in the curriculum to prepare adequately the students for this portion of the licensing examination.
4. The correlation of scores of the unit review tests proved the hypothesis (H_2) that a single core course in this subject area will serve the needs of both groups of nursing students; grades from the two groups were comparable.
5. The results of the Likert scale evaluation of the core text revealed equal agreement between the two groups that the product met their educational needs.

The findings in this study have opened an avenue of approach for the implementation of the proposed core course at the College of Lake County. L.P.N.'s entering the A.D.N. program will benefit from the curriculum change by the elimination of the need to repeat the current trends course. However, because of the limitation of the research to one course, caution must be exercised in assuming equal success would be attained in all required courses. It is hoped that other nursing faculties will be inspired to conduct similar research relating to other courses in the nursing programs.

Appendix I

August 23, 1974

Dear Coordinator:

Currently, I am under contract to Delmar Publishers to author a text entitled, Historical Perspectives and Current Trends in Nursing aimed at the level of the A.D.N. student.

In an attempt to evaluate the units for a final research project for Nova University's National Ed.D. Program for Community College Faculty, I would like to test the manuscript in the actual classroom setting.

Would you consider having your students evaluate a portion of the manuscript by completing a brief rating scale form after assessing one of the units and completing the review section? You and your institution will be acknowledged in the text.

Please complete the enclosed form and return it in the enclosed self-addressed stamped envelope if you are willing to participate in this endeavor.

Sincerely,

(Mrs.) Gloria M. Grippando, R.N., M.S.

Enclosures

Appendix II

HISTORICAL PERSPECTIVES AND CURRENT TRENDS IN NURSING

TABLE OF CONTENTS

SECTION I INFLUENCES OF THE PAST

Unit 1 Near and Far East Contributions
Unit 2 Grecian-Roman Cultures
Unit 3 Christian Influences
Unit 4 Crusades-Beginning of Organized Nursing
Unit 5 Social Reformation and the Renaissance
Unit 6 The Age of Modern Nursing-The Nightingale Concept
Unit 7 Early American Leaders of Nursing
Unit 8 Medical Progress in the 19th and 20th Centuries
Unit 9 Historical Aspects Relative to Clinical Areas
Unit 10 The Evolution of Nursing Education
Unit 11 Early Training Schools
Unit 12 The L.P.N. and Practical/Vocational Schools
Unit 13 The R.N. and the Diploma/Associate Degree Programs/External Degrees
Unit 14 The Degree Programs - Baccalaureate, Masters, Doctoral

SECTION II OVERVIEW OF THE PRESENT

Unit 15 Employing Agencies and Job Opportunities
Unit 16 The Changing Hospital System
Unit 17 New Roles - New Responsibilities
Unit 18 The Patient's Bill of Rights
Unit 19 Protecting the Rights of the Nurse
Unit 20 Legal Aspects and Ethical Responsibilities
Unit 21 Nursing Practice Acts and Licensure
Unit 22 Professional Organizations
Unit 23 Periodical Literature
Unit 24 Nursing Education Programs Today
Unit 25 The Open Curriculum and Career Mobility Opportunities
Unit 26 Differentiating Between the Technical and Professional Nurse

SECTION III PREPARATION FOR THE FUTURE

Unit 27 Changing Patterns of Health Care
Unit 28 Health Team Relationships
Unit 29 Community Nursing Services
Unit 30 Expanding Roles of the Nurse
Unit 31 Continuing Education
Unit 32 Scholarships, Fellowships, Grants and Loans

Appendix III

PLEASE INDICATE THE UNIT(S) YOU WILL CLASSROOM TEST ON A.D.N./L.P.N. STUDENTS BY GIVING THE DATES AND NUMBER OF COPIES NEEDED BELOW.

UNIT	DATE NEEDED	NO. OF COPIES	UNIT	DATE NEEDED	NO. OF COPIES
1			17		
2			18		
3			19		
4			20		
5			21		
6			22		
7			23		
8			24		
9			25		
10			26		
11			27		
12			28		
13			29		
14			30		
15			31		
16			32		

Coordinator

Community College Program

Address

City Zip Code

Appendix IV

CLASSROOM TESTING AND EVALUATION ASSIGNMENTS

UNIT	A.D.N. PROGRAM	L.P.N. PROGRAM
1	Sauk Valley College Dixon	Sauk Valley College Dixon
3	Waubonsee Community College - Sugar Grove	College of Lake County Grayslake
5	Parkland College Champaign	Parkland College Champaign
6	Kaskaskia College Centralia	Carl Sandburg College Galesburg and Carthage
7	Belleville Area College Belleville	Oakton Community College Morton Grove
8	Thornton Community College South Holland	Thornton Community College South Holland
15	Triton Junior College River Grove	Triton Junior College River Grove
20	Morton College Cicero	Spoon River College Canton
21	Black Hawk College Moline	Black Hawk College Moline
27	Kennedy-King College Chicago	Illinois Central College East Peoria
28	Lewis and Clark Community College - Godfrey	Rend Lake College Mount Vernon
31	Illinois Valley Community College - Oglesby	Kishwaukee College De Kalb

Appendix V

Your cooperation is essential in the evaluation process pertaining to the manuscript of a forthcoming textbook entitled, HISTORICAL PERSPECTIVES AND CURRENT TRENDS IN NURSING. Please answer the following items honestly, conscientiously, and constructively in order that future community college nursing students might benefit from a text with educational value.

Circle the number that most closely expresses your reaction to the specific unit being evaluated in your classroom setting.

UNIT _____

RATING SCALE:
1 - Strongly Agree
2 - Agree
3 - Undecided
4 - Disagree
5 - Strongly Disagree

1.	The title of the book is appropriate.	1 2 3 4 5
2.	The title of the unit relates to unit content.	1 2 3 4 5
3.	The unit objectives are clearly stated.	1 2 3 4 5
4.	The objectives are met in unit content.	1 2 3 4 5
5.	Reading level is at the level of the community college nursing student.	1 2 3 4 5
6.	Illustrations are adequate; quantitatively and qualitatively.	1 2 3 4 5
7.	Definitions listed in the glossary are written clearly and concisely and the list is complete.	1 2 3 4 5
8.	The Review questions are a study help and answers are easily found within the text.	1 2 3 4 5
9.	The bibliography provides a good source of reference material.	1 2 3 4 5
10.	The length of the unit is adequate and material is concise and non-repetitious.	1 2 3 4 5
11.	The suggested activities are feasible.	1 2 3 4 5
12.	There is a need for this book as a text or reference.	1 2 3 4 5

Comments and Suggestions:

Appendix VI

TEST ITEM ANALYSIS

INSTRUCTOR: PLEASE INDICATE WRONG ANSWER FREQUENCY

Unit _____

Number of Students _____

REVIEW

Part A.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Part B. _____

Part C. _____

MEAN SCORE _____

Appendix VII

LIST TABLE OF TWELVE UNIT ITEM ANALYSIS TESTS

Unit 1	x	y	p
1	42	64	0.65
2	44	64	.68
3	57	64	.89
4	64	64	1.00
5	50	64	.78
6	55	64	.85
7	45	64	.70
8	60	64	.93
9	56	64	.87
10	40	64	.62
11	59	64	.92
12	48	64	0.75

Unit 3	x	y	p
1	59	63	0.93
2	46	63	.73
3	61	63	.96
4	53	63	.84
5	59	63	.93
6	61	63	.96
7	63	63	1.00
8	57	63	.90
9	61	63	.96
10	53	63	.84
11	46	63	.73
12	52	63	0.82

Unit 5	x	y	p
1	47	48	0.97
2	39	48	.81
3	48	48	1.00
4	44	48	.91
5	46	48	.95
6	43	48	.89
7	47	48	.97
8	47	48	.97
9	47	48	.97
10	35	48	.72
11	46	48	.95
12	46	48	0.95

Unit 6	x	y	p
1	8	139	0.05
2	137	139	.98
3	139	139	1.00
4	135	139	.97
5	135	139	.97
6	137	139	.98
7	137	139	.98
8	86	139	.61
9	133	139	.95
10	137	139	.98
11	133	139	.95
12	134	139	0.96

Unit 7	x	y	p
1	119	120	0.99
2	119	120	.99
3	109	120	.90
4	117	120	.97
5	116	120	.96
6	119	120	.99
7	109	120	.90
8	116	120	.96
9	115	120	.95
10	111	120	.92
11	103	120	.85
12	105	120	0.87

Unit 8	x	y	p
1	85	97	0.87
2	82	97	.84
3	92	97	.94
4	94	97	.96
5	94	97	.96
6	87	97	.89
7	89	97	.91
8	83	97	.85
9	77	97	.79
10	83	97	.85
11	84	97	.86
12	79	97	0.81

Unit 15	x	y	p
1	119	120	0.99
2	117	120	.97
3	117	120	.97
4	120	120	1.00
5	120	120	1.00
6	113	120	.94
7	75	120.	.62
8	120	120	1.00
9	91	120	.75
10	120	120	1.00
11	120	120	1.00
12	106	120	0.88

Unit 20	x	y	p
1	63	92	0.68
2	0	92	.00
3	75	92	.81
4	68	92	.73
5	77	92	.83
6	70	92	.76
7	79	92	.85
8	83	92	.90
9	73	92	.79
10	76	92	.82
11	65	92	.70
12	68	92	0.73

Unit 21	x	y	p
1	46	46	1.00
2	43	46	.93
3	46	46	1.00
4	46	46	1.00
5	46	46	1.00
6	35	46	.76
7	46	46	1.00
8	46	46	1.00
9	46	46	1.00
10	37	46	.80
11	46	46	1.00
12	46	46	1.00

Unit 27	x	y	p
1	65	68	0.95
2	65	68	.95
3	67	68	.98
4	55	68	.80
5	59	68	.86
6	62	68	.91
7	67	68	.98
8	59	68	.86
9	56	68	.82
10	60	68	.88
11	58	68	.85
12	58	68	0.85

Unit 28	x	y	p
1	41	53	0.77
2	52	53	.98
3	52	53	.98
4	53	53	1.00
5	51	53	.96
6	50	53	.94
7	39	53	.73
8	49	53	.92
9	50	53	.94
10	49	53	.92
11	50	53	.94
12	52	53	0.98

Unit 31	x	y	p
1	64	64	1.00
2	64	64	1.00
3	53	64	.82
4	63	64	.98
5	37	64	.57
6	64	64	1.00
7	64	64	1.00
8	30	64	.46
9	64	64	1.00
10	63	64	.98
11	60	64	.93
12	60	64	0.93

Appendix VIII

A.D.N. FACULTY PARTICIPATING IN STUDY

Esther Appler	Director, Sauk Valley College
Joanne M. Huff	Coordinator, Parkland College
Joan Hutcherson	Instructor, Waubonsee Community College
Dorothy Meeks	Coordinator, Kaskaskia College
Mary Headley	Coordinator, Morton College
Mariana Hanifan	Coordinator, Belleville Area College
Cecile B. Smith	Coordinator, Kennedy-King College
Carolyn Fraser	Coordinator, Thornton Community College
Marilyn Keener	Coordinator, Black Hawk College
Carol Casten	Coordinator, Triton College
Jessie Wilson	Coordinator, Lewis and Clark Community College
Crystal Springborn	Coordinator, Illinois Valley Community College

L.P.N. FACULTY PARTICIPATING IN STUDY

Barbara C. Mallard	Coordinator, Spoon River College
Shirley Mc Haney	Acting Coordinator, Reed Lake College
Dorothy S. Reedy	Coordinator, Thornton Community College
Martha La Duke	Coordinator, Carl Sandburg College
Sharon A. Williams	Coordinator, Parkland College
Mary O'Meara	Director, Kishwaukee College
Constance Herrick	Chairman, Black Hawk College
Carolyn M. Jurgens	Supervisor, Illinois Central College
Elizabeth Harkness	Coordinator, Oakton Community College
Marie Barth	Coordinator, Sauk Valley College
Ina Latimer	Coordinator, Triton College
Gloria M. Grippando	Coordinator, College of Lake County

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